

Reviewer Rating Form (Turnaround Model)

TURNAROUND PLAN REVIEW
 Reviewer Rating Form

REVIEWERS:

 “Advice” (see Reviewer Comments) must be about strengthening plan beyond compliance minimums in relation to indicators. MDE does not endorse specific vendors or strategies.

TURNAROUND REQUIREMENT	INDICATORS AND KEY ELEMENTS	KEY TERMS/ DESCRIPTORS	REVIEWER COMMENTS
#1 Replace the principal and increase leadership capacity at the school.	Indicator 1A: PRINCIPAL REPLACEMENT The district has demonstrated that it has taken one of the following actions: <input type="checkbox"/> a new principal has been hired that meets all five turnaround competencies (see key terms) <div>OR</div> <input type="checkbox"/> a principal with turnaround competencies will be hired before the end of Planning Year 1 <div>OR</div> <input type="checkbox"/> the current principal meets all five turnaround competencies	The principal’s <i>“turnaround competencies”</i> that need to be ensured are: <i>1. identify and focus on early wins and big payoffs;</i> <i>2. break organizational norms;</i> <i>3. act quickly in a fast cycle;</i> <i>4. collect and analyze data; and</i> <i>5. galvanize staff around big ideas</i> <i>The intended beneficiaries of capacity building efforts are principals and other school-level leaders.</i> <i>Descriptive:</i> designates district personnel who will provide support, how support will be provided, through what structures, etc., and how it supports at least one of the big ideas	<input type="checkbox"/> 1A.1 Inadequately specifies how turnaround competencies were considered in deciding on the principal (see key terms) <input type="checkbox"/> 1A.2 Insufficiently describes the basis for assuring that the principal is competent in these areas (for new principal or current principal). <input type="checkbox"/> 1A.3 Does not address the following competencies: <input type="checkbox"/> <i>identify and focus on early wins and big payoffs;</i> <input type="checkbox"/> <i>break organizational norms;</i> <input type="checkbox"/> <i>act quickly in a fast cycle;</i> <input type="checkbox"/> <i>collect and analyze data; and</i> <input type="checkbox"/> <i>galvanize staff around big ideas</i> <input type="checkbox"/> 1A.4 Other: Reviewer Advice:
	Indicator 1B: BUILD LEADERSHIP CAPACITY The district’s plan: <input type="checkbox"/> is descriptive about how the district will increase leadership capacity (see key terms) <input type="checkbox"/> addresses at least one of the big ideas around which the plan is developed.		<input type="checkbox"/> 1B.1 Insufficiently describes who will receive support (administrators, teachers, etc.) <input type="checkbox"/> 1B.2 Insufficiently describes how support will be provided (who will provide, frequency, through what structures, etc.) <input type="checkbox"/> 1B.3 Insufficiently describes the focus of support and how it reflects at least one of the big ideas <input type="checkbox"/> 1B.4 Insufficiently describes district activities that support building leadership <input type="checkbox"/> 1B.5 Other: Reviewer Advice: Reviewer Advice:

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#2 Use rigorous, transparent, and equitable evaluation systems to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students.	Indicator 2A: EDUCATOR EVALUATION The district’s educator (see key terms) evaluation plan: <input type="checkbox"/> includes student growth as a significant factor—by 2014-15, at least 40% of teachers’ evaluations needs to be based on student growth <input type="checkbox"/> uses a tool that was designed collaboratively	“Educators” may include school leaders and other staff, but must include teachers	<input type="checkbox"/> 2A.1 Insufficiently describes how the evaluation tool was developed or adopted and/or was not developed/adopted collaboratively <input type="checkbox"/> 2A.2 Inadequate specification or an insufficient percent of the evaluation will be driven by your measure of student growth (must be at least 40%) <input type="checkbox"/> 2A.3 Other: Reviewer Advice:
	Indicator 2B: STAFF SCREENING, REHIRE & SELECTION OF NEW STAFF The district’s process for assigning teachers to the school: <input type="checkbox"/> is based on locally adopted competencies that will be used to screen existing staff and hire new staff <input type="checkbox"/> provides that no more than 50% of current staff will return		<input type="checkbox"/> 2B.1 Insufficiently describes the competencies that are the basis for staff rehiring and selection <input type="checkbox"/> 2B.2 Insufficiently describes the process that will be used for staff rehiring and selection <input type="checkbox"/> 2B.3 Inadequate specification or an insufficient percent of staff that will be new (must be at least 50%) <input type="checkbox"/> 2B.4 Other: Reviewer Advice:

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#3 Implement such strategies as financial incentives, increased opportunities for promotion and career growth and more flexible working conditions designed to recruit, place and retain staff to meet the needs of students in a transformational school	Indicator 3A: RECRUITMENT <input type="checkbox"/> The district has a process for recruiting teachers to this school based on student needs (see key terms)	“Student needs” can be defined in a variety of ways, including learning gaps, school-wide patterns, content areas, cultural proficiencies, demographics, etc.	<input type="checkbox"/> 3A.1 Insufficiently describes the student needs teachers will be recruited for <input type="checkbox"/> 3A.2 Insufficiently describes the teacher recruitment strategy <input type="checkbox"/> Insufficiently describes the teacher recruitment process <input type="checkbox"/> 3A.3 Other: Reviewer Advice:
	Indicator 3B: ASSIGNMENT <input type="checkbox"/> The district’s strategy for assigning teachers at this school is based on student needs (see key terms)	“Assigning” can include deploying new teachers or re-deploying existing staff	<input type="checkbox"/> 3B.1 Insufficiently describes the strategy for assigning teachers <input type="checkbox"/> 3B.2 Insufficiently describes the incentives that will be provided, including who will be eligible and what criteria will be used. <input type="checkbox"/> 3B.3 Other: Reviewer Advice:
	Indicator 3C: RETENTION <input type="checkbox"/> The district’s strategy for retaining teachers at this school includes incentives (see key terms)	“Incentives” can be monetary or non-monetary (e.g., leadership opportunities, grade level assignment, opportunities to design or choose professional learning, recognition of board meetings, etc.)	<input type="checkbox"/> 3C.1 Insufficiently describes the strategy for retaining teachers <input type="checkbox"/> 3C.2 Insufficiently describes the incentives that will be provided, including who will be eligible and what criteria will be used. <input type="checkbox"/> 3C.3 Other: Reviewer Advice:

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#4 Provide staff with ongoing, high quality, job-embedded professional development aligned with the school’s comprehensive instructional program. This should be designed with school staff to ensure that staff can facilitate effective teaching and learning and have the capacity to successfully implement the school reform strategies.	<p>Indicator 4A: QUALITIES OF PROFESSIONAL LEARNING PROGRAM</p> <p>The school’s professional learning program:</p> <ul style="list-style-type: none"><input type="checkbox"/> is reflective of at least one of the big ideas<input type="checkbox"/> is on-going—offers repeated opportunities with a common focus<input type="checkbox"/> is high quality (see key terms)<input type="checkbox"/> is job-embedded—integrated into the work day (see key terms)<input type="checkbox"/> includes a process for assessing impact of and adjusting professional learning on instructional practices<input type="checkbox"/> is instructionally-focused—aligned to the instructional program described in requirement #6.	<p>To be of “<i>high quality</i>” PL program must have ALL of the following:</p> <ul style="list-style-type: none"><input type="checkbox"/> expectations for using PD in the classroom<input type="checkbox"/> opportunities to receive individualized feedback (Note: feedback can take many forms—peer coaching, instructional coaching, etc.)<input type="checkbox"/> process or structure to provide support based on teacher needs <p>To be “<i>job embedded</i>” PL program must:</p> <ul style="list-style-type: none"><input type="checkbox"/> consist of teachers analyzing students’ learning and finding solutions to immediate problems of practice, AND<input type="checkbox"/> be grounded in day-to-day practice	<ul style="list-style-type: none"><input type="checkbox"/> 4A.1 Insufficiently describes how PL program reflects at least one of the big ideas<input type="checkbox"/> 4A.2 Insufficiently describes the focus of planned PL <p>High quality</p> <ul style="list-style-type: none"><input type="checkbox"/> 4A.3 Insufficiently describes what expectations will be established for teachers using the PL provided.<input type="checkbox"/> 4A.4 Insufficiently describes what mechanisms exist for individual teacher support<input type="checkbox"/> 4A.5 Insufficiently describes the work structures through which PL will be provided (e.g., staff meetings, departmental/grade level meetings, etc.) <p>Job-embedded</p> <ul style="list-style-type: none"><input type="checkbox"/> 4A.6 Insufficiently addresses analysis of student work<input type="checkbox"/> Planned PL insufficiently grounded in day-to-day practice.<input type="checkbox"/> 4A.7 Insufficiently describes the basis for assessing the impact of professional learning on instructional practice<input type="checkbox"/> 4A.8 Does not support the instructional program described in requirement #6<input type="checkbox"/> 4A.9 Other: <p>Reviewer Advice:</p>

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#5 The district has adopted a new governance structure, which may include, but is not limited to, requiring the school to report to a new “turnaround office” in the LEA or SEA, hire a “turnaround leader” who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability.	Indicator 5A: NEW GOVERNANCE STRUCTURE A district level governance structure is in place that: <input type="checkbox"/> Reflects a new way for the district and school to make decisions, share information, removes barriers to reform plan implementation, etc. <input type="checkbox"/> Describes a process for monitoring implementation progress to inform plan refinement <input type="checkbox"/> Provides regular reporting to key stakeholders (e.g., the school board)		<input type="checkbox"/> 5A.1 Unclear that the governance structure is new <input type="checkbox"/> 5A.2 Unclear how the governance structure will operate <input type="checkbox"/> 5A.3 Insufficiently describes how the district will monitor implementation <input type="checkbox"/> 5A.4 Unclear reporting mechanisms, timelines, audiences , etc. <input type="checkbox"/> 5A.5 Other: Reviewer Advice:
	Indicator 5AB: OPERATIONAL FLEXIBILITY <input type="checkbox"/> The plan includes a statement that the School Improvement Team (see key terms) and building leader will determine the school’s Title I budget (subject to federal regulations)	“School Improvement Team” can be understood to mean building-level stakeholders (e.g., parents, community partners, teachers, etc.) Note: To fulfill this requirement, districts must complete the operational flexibility diagnostic (under the Assurances tab) in ASSIST. This will require uploading either a signed MOU or Executed Addendum and a completed signature page.	<input type="checkbox"/> 5B.1 The plan does not specify that the school will have autonomy over its Title I expenditures <input type="checkbox"/> 5B.2 Other: Reviewer Advice:

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#6 Use data to identify and implement an instructional program(s) that is based on research and aligned from one grade to the next, as well as with state academic standards.	Indicator 6A: PROCESS FOR SELECTING INSTRUCTIONAL PROGRAM The school selected an instructional program through a diagnostic process that: <div> <input type="checkbox"/> uses multiple data sources to understand priority school designation <input type="checkbox"/> links the instructional program to data disaggregated by subject, grade and subgroups <input type="checkbox"/> identifies and prioritizes underlying causes of low student performance (see key terms) <input type="checkbox"/> describes a three-year sequence (see key terms) for improving instruction in all content areas related to priority school designation </div>	<i>“Underlying causes”</i> are factors that explain why the school’s achievement is low enough to have placed it in the state’s bottom 5% (see the data section of Part B: Teaching and Learning Priorities). These causes must be <div> 1) relevant to classroom instruction, 2) reflective of the data that was analyzed, and 3) widely present across low-performing groups, so that changing them could credibly raise student achievement </div> <i>“Sequencing”</i> means that not all content areas responsible for the priority school designation need to be addressed in the first year of implementation, but do need to be addressed in the scope of the plan.	<div> <input type="checkbox"/> 6A.1 Does not discuss how data related to priority school designation informed the selection of an instructional program <input type="checkbox"/> 6A.2 The process did not include the examination of multiple data types contributed to selecting an instructional program <input type="checkbox"/> 6A.3 Insufficiently describes the relationship between the instructional program and disaggregated data <input type="checkbox"/> 6A.4 Inadequately identifies what causes of low student performance the instructional program is designed to address <input type="checkbox"/> 6A.5 Unclear priorities and/or sequencing for instructional improvement <input type="checkbox"/> 6A.6 Insufficiently addresses all content areas related to priority school designation <input type="checkbox"/> 6A.7 Other: </div> <div>Reviewer Advice:</div>
	Indicator 6B: QUALITIES OF INSTRUCTIONAL PROGRAM The school’s instructional program: <div> <input type="checkbox"/> reflects the big ideas <input type="checkbox"/> includes specific teaching and learning strategies for building-wide implementation <input type="checkbox"/> aligns with career & college ready standards <input type="checkbox"/> is based on research <input type="checkbox"/> identifies timelines, resources and staff responsible <input type="checkbox"/> aligned from grade to grade (see key terms) </div>	An <i>“instructional program”</i> is a set of materials and activities that address all of the components listed under 6B. <i>“Teaching and learning strategies” should specify key teacher practices expected to be implemented</i> (may include classroom strategies, professional learning routines, etc.) The <i>“based on research” criteria is satisfied if a citation provided</i> For an instructional program to be <i>“aligned from grade to grade,”</i> the plan should explain how content will be taught in a logical and consistent order from grade to grade.	<div> <input type="checkbox"/> 6B.1 Insufficiently describes how the instructional program reflects at least one of the big ideas <input type="checkbox"/> 6B.2 Insufficiently describes what elements of the instructional program—i.e., specific teaching and learning strategies—will be implemented school-wide <input type="checkbox"/> 6B.3 Insufficiently describes the alignment with career and college readiness standards <input type="checkbox"/> 6B.4 Insufficiently describes the research base for the instructional program <input type="checkbox"/> 6B.5 Insufficiently describes the details of implementing the instructional program (timeline, resources and/or responsible staff) <input type="checkbox"/> 6B.6 Insufficiently describes the vertical alignment of the instructional program <input type="checkbox"/> 6B.7 Instructional program inappropriate for school-wide implementation <input type="checkbox"/> 6B.8 Other: </div> <div>Reviewer Advice:</div>

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#7 Promote the continuous use of student data (such as formative, interim, and summative assessment data and student work) to inform and differentiate instruction to meet academic needs of individual students.	<p>Indicator 7A: USE OF INDIVIDUAL STUDENT DATA</p> <p>The school’s plan:</p> <div> <input type="checkbox"/> outlines expectations for regular and on-going building-wide use of data (see key terms) <input type="checkbox"/> explains how data will be used as a basis for differentiation of instruction to meet the academic needs of individual students <input type="checkbox"/> describes how data about the instructional practices outlined in the instructional program (see requirement #6) will be collected, analyzed and used to close achievement gaps. </div>	<p>Expectations – actions or skills teachers are expected to demonstrate in their use of data</p> <p>Regular and on-going – at least quarterly (could be Instructional Learning Cycles)</p> <p>Differentiation-could include processes such as universal screening and/or progress monitoring in Multi-Tiered Systems of Support</p> <p>“Close achievement gaps” involves conducting short inquiry cycles to determine whether the instructional practices are succeeding in raising achievement and closing gaps (could be Instructional Learning Cycles)</p>	<div> <input type="checkbox"/> 7.1 Insufficiently describes the expectations for data use <input type="checkbox"/> 7.2 Frequency for data use not specified or too infrequent <input type="checkbox"/> 7.3 Insufficiently describes how data will be used to differentiate instruction to meet the academic needs of individual students <input type="checkbox"/> 7.4 Insufficiently describes the process (what data will be discussed by whom, where, etc.) to monitor the effectiveness of the instructional practices outlined in the instructional program <input type="checkbox"/> 7.5 Insufficiently describes how achievement gaps will be closed <input type="checkbox"/> 7.6 Other: </div> <p>Reviewer Advice:</p>

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#8 Establish schedules and strategies that provide increased time for instruction in core academic subjects, enrichment activities, and professional learning for teachers.	8A: TIME FOR CORE SUBJECTS The district’s plan for increasing time for core academic subjects specifies: <input type="checkbox"/> whether additional time will happen through <div> <input type="checkbox"/> a longer day, week, and/or year OR <input type="checkbox"/> a redesigning the use of the current schedule. </div> <input type="checkbox"/> a description of how much time has been allocated <input type="checkbox"/> a rationale that supports why these changes will lead to increased student achievement (see key terms)	A “ <i>rationale</i> ” explains why this amount of time, used in the ways outlined in the plan, is sufficient to increase student achievement.	<input type="checkbox"/> 8A.1 Does not identify where allocated time will come from (additional hours or redesign) <input type="checkbox"/> 8A.2 Insufficiently describes (or does not specify) the amount of allocated time <input type="checkbox"/> 8A.3 Insufficiently describes (or does not specify) a rationale that supports how these changes will lead to increased student achievement <input type="checkbox"/> 8A.4 Other: Reviewer Advice:
	8B: TIME FOR ENRICHMENT The district’s plan for increasing time for enrichment activities specifies: <input type="checkbox"/> whether additional time will happen through <div> <input type="checkbox"/> a longer day, week, and/or year OR <input type="checkbox"/> a redesigning the use of the current schedule. </div> <input type="checkbox"/> a description of how much time has been allocated <input type="checkbox"/> a rationale that supports why these changes will lead to increased student achievement (see key terms)		<input type="checkbox"/> 8B.1 Does not identify where allocated time will come from (additional hours or redesign) <input type="checkbox"/> 8B.2 Insufficiently describes (or does not specify) the amount of allocated time <input type="checkbox"/> 8B.3 Insufficiently describes (or does not specify) a rationale that supports how these changes will lead to increased student achievement <input type="checkbox"/> 8B.4 Other: Reviewer Advice:
	8C: TIME FOR PROFESSIONAL LEARNING The district’s plan for increasing time for professional learning specifies: <input type="checkbox"/> whether additional time will happen through <div> <input type="checkbox"/> a longer day, week, and/or year OR <input type="checkbox"/> a redesigning the use of the current schedule. </div> <input type="checkbox"/> a description of how much time has been allocated <input type="checkbox"/> a rationale that supports why these changes will lead to increased student achievement (see key terms)		Note: Requirement 4 should explain how professional collaboration time will be used. Requirement 8 should explain how this use will lead to increased student achievement.

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#9 Provide appropriate social, emotional, and community services that support students	Indicator 9A: STUDENT SUPPORT The school’s plan for providing student support: <input type="checkbox"/> Includes a mechanism for identifying student needs <input type="checkbox"/> Specifies supports that will be provided at the school (including what specific needs will be addressed); <input type="checkbox"/> Specifies supports that will be provided through community agencies (including what specific needs will be addressed);		<input type="checkbox"/> 9A.1 Insufficiently describes how students will be identified for supports (criteria, process, etc.) <input type="checkbox"/> 9A.2 Insufficiently describes the school-based supports that identified students will receive <input type="checkbox"/> 9A.3 Insufficiently identifies the community partners the school will enlist <input type="checkbox"/> 9A.14 Other: Reviewer Advice: